

ESU 17 Certificated Employee Evaluation

Purpose of Evaluation

The primary goal of ESU 17 is to provide the most effective and efficient programs and services to all school districts in its geographical area. Therefore, it is the policy of the ESU 17 Board of Education that the primary purpose of staff evaluations will be to continually improve upon services and programs to students and school districts.

Procedure for Certificated Employee Evaluations

Evaluation of an employee's performance is intended to assess the extent to which the employee is fulfilling performance expectations. The primary purpose of the evaluations is to identify strengths and deficiencies and thereby provide support and assistance to the employee in his/her efforts to build on strengths and correct deficiencies. Evaluation instruments are designed for the improvement of services and programs to students and school districts, which includes the following criteria:

- A) Personal conduct
- B) Professional conduct and growth
- C) Organization and management
- D) Instructional performance

Process for Certificated Employee Evaluations

Duration and frequency of observations and evaluations:

- 1) Probationary certificated employees shall be observed and evaluated at least once per semester. The duration of the evaluation will be an instructional period.
- 2) Permanent certificated employees shall be observed and evaluated at a minimum of once every three school years. The duration of the evaluation will be for an instructional period.

Documentation of employee evaluations:

- 1) Based on the observation(s) and other relevant information, the evaluator will prepare a written evaluation report.
- 2) The evaluation report will provide for written communication to the evaluated employee indicating deficiencies, specific means for correcting the noted deficiencies, and an adequate timeline for implementing the suggestions for improvement.
- 3) The certificated employee shall be provided the opportunity to offer a written response to the evaluation.

Educational Service Unit #17

CERTIFICATED PERSONNEL EVALUATION OF PERFORMANCE REPORT

EVALUATION PROCEDURES

- I. Evaluation of an employee's performance is intended to assess the extent to which the employee is fulfilling performance expectations. The primary purpose of the evaluation is to identify strengths and deficiencies and thereby provide support and assistance to the employee in his/her efforts to build on strengths and correct deficiencies.
- II. The extent to which the employee is fulfilling the performance expectations shall be indicated on this report by writing a numerical rating on the line before each of the performance expectations.
- III. The numerical rating shall indicate a specific level of performance based on the following guidelines for assessing performance expectations:
 - 1) UNACCEPTABLE At this level, the employee's performance is significantly below accepted levels. Immediate steps for improvement should be adopted. Continued performance at this level is unacceptable. Such a poor level of performance is clearly obvious to all.
 - 2) NEEDS IMPROVEMENT At this level, the employee's performance is close to, but is not at an acceptable level. Performance at this level indicates a need for improvement.
 - 3) MEETS EXPECTATIONS At this level, performance is at accepted levels for the position. Duties are conducted with a reasonable degree of efficiency and skill.
 - 4) EXCEEDS EXPECTATIONS At this level, performance is higher than commonly observed. Assignments are performed with efficiency, accuracy, imagination and initiative.
 - 5) SUPERIOR At this level, performance is clearly outstanding. Assignments are performed in a manner whereby little improvement could be expected. In addition, the employee shows a high degree of initiative and imagination and constantly strives for improvement. Such outstanding performance is clearly obvious to all.
- IV. The behavioral qualities and employment related competencies demonstrated by its employees are the most valuable resources that the Educational Service Unit can utilize in its efforts to fulfill its role and mission. The evaluation of employee performance shall assess those qualities and competencies in four categorical areas. The areas are:
 1. PERSONAL CONDUCT
 2. PROFESSIONAL CONDUCT & GROWTH
 3. ORGANIZATION & MANAGEMENT
 4. INSTRUCTIONAL PERFORMANCE

PERFORMANCE EVALUATION PROFILE

Employee's Name _____

Employment Position _____

- A. This evaluation instrument is to be used during the observation period by the evaluator to assist with identification of the employee's strengths and deficiencies.
- B. Following the observation, the evaluator shall meet with the employee named on this evaluation instrument in a post observation conference to review and discuss the contents of this instrument.
- C. At the conclusion of the post-observation conference, the employee shall be given an opportunity to include his or her written response to the evaluator's narrative statements in the space provided for this purpose.
- D. Following the post-observation conference, copies of this evaluation instrument shall be distributed as follows: 1) Employee 2) Evaluator 3) ESU #17 Administrator.

NUMERICAL RATING INDICATORS

- | | |
|-------------------------|----------------------|
| 5) Superior | 2) Needs Improvement |
| 4) Exceeds Expectations | 1) Unacceptable |
| 3) Meets Expectations | |

CATEGORICAL AREAS	EVALUATION RATING (Mean)				
1. Personal Conduct	5	4	3	2	1
2. Professional Conduct and Growth	5	4	3	2	1
3. Organization and Management	5	4	3	2	1
4. Instructional Performance	5	4	3	2	1

Deficiencies (if any):

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Personal Conduct

The Employee:

- _____ 1. Conveys a courteous and friendly attitude to co-workers and the public.
- _____ 2. Dresses appropriately for assigned duties and is neat and well groomed.
- _____ 3. Exhibits self-control in stressful situations.
- _____ 4. Shows resourcefulness, creativity, flexibility and humor.

Comments:

Professional Conduct and Growth

The Employee:

- _____ 1. Communicates with all school personnel, parents, and interagency personnel.
- _____ 2. Handles interactions with co-workers and the public in a courteous, friendly and tactful manner.
- _____ 3. Conveys a desire to learn about and implement new ideas, procedures, equipment, etc.
- _____ 4. Works effectively as a member of an educational team.

Comments:

Organization and Management

The Employee:

- _____ 1. Properly completes and files educational plans.
- _____ 2. Systematically verifies progress of educational plans.
- _____ 3. Develops and maintains helpful contacts with parents in terms of students' needs.
- _____ 4. Utilizes resources so that the students are actively engaged in learning.

Comments:

Instructional Performance

The Employee:

- _____ 1. Has a well-defined purpose for each student in the caseload.
- _____ 2. Enhances a positive self-concept in each student.
- _____ 3. Manages behavior to produce the best learning atmosphere.
- _____ 4. Matches the goals and objectives of the educational plan to the daily instruction.

Comments:

Corrective action plan:

Timeline for corrections:

Comments by certificated employee (optional):

My signature acknowledges that I received a copy of this report and that the contents of this report were discussed with me by the evaluator. It does not necessarily imply agreement with the contents thereof.

Employee's Signature

Evaluator's Signature

Date

Date

